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CANADIAN CAMPING

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No. 4

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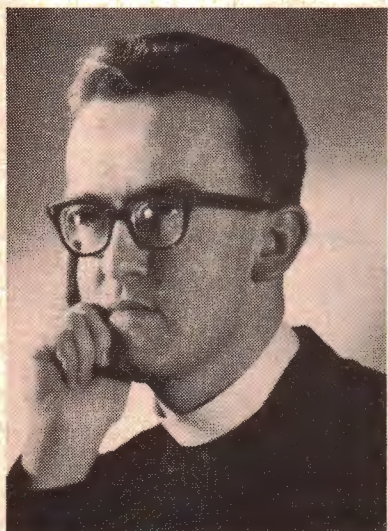
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THE NEW



PRESIDENT

WHERE THE ACTION IS . . .

**CANADAIN CAMPING
ASSOCIATION
1969-1970**

We give a warm welcome and heartiest congratulations to The Reverend David R. Hartry, past President of the Nova Scotia Camping Association, who has been elected President of the Canadian Camping Association for the next two-year period. He follows Mr. Doug.

McEwen of Winnipeg, immediate past president of CCA.

Dave, a delightful raconteur, is known all across Canada for his hilarious tales of camping . . . "and other incidents". We have laughed and joked with him and enjoyed every minute. But when he tells us of the Hippies-gone-wrong, of the Run-aways, the so-young no-goods who frequent his Cathedral area in downtown Halifax, we see a deeper side to this man who is not only concerned but who Does Something about the situation, who digs in and honestly works with these helpless strays. We know Dave, too, as the Editor of one of the best Camping Association Newsletters to cross our desk. We know of the giant contribution the NSCA has made to camping in his province. The April 1967 issue of *Canadian Camping, Among Ourselves*, covers details of Dave's life, background and work.

So we wish you the best with many blessings, Dave, and hope you will see your dreams of CCA's New Era develop and expand in your term of office.

1969 ANNUAL MEETING

Following a five-day Camp Directors' Seminar which we hope to report in detail in a latter issue, many delegates stayed in Winnipeg for the CCA Annual Meeting on Friday, February 28th, at the International Inn. After discussions, resolutions, suggestions and subsequent voting, it became clear that several milestones had been passed this year.

Through a grant from the Fitness and Amateur Sports Branch of the Department of National Health and Welfare, CCA is now able to maintain its own National Office in Ottawa, plus the services of an Executive Secretary in the person of Mr. Barry Bryant. The address is Box 2773, Station "D", Ottawa, and the telephone number, (613) 236-7901. Extra Secretarial serv-

ices will be available, when necessary, through the Downtown Branch, Ottawa YM-YWCA.

News of another great event in the annals of Canadian Camping came with the announcement by Mr. Bob Lazanik and Father Lionel Perras that l'Association des Camps du Quebec, Inc., has now joined with the English Section to become a part of the Canadian Camping Association. Camping in Quebec will now have one voice representing all camps in the province. President of the French Section is M. Lionel Perras, p.s.s.

Greetings and congratulations to the new Executive of CCA: President: The Reverend David R. Hartry; 1st Vice-President, Mrs. Betty Campbell; 2nd Vice-president, Mr. Tom Creighton;

Treasurer, Mr. Robert Gregory; Secretary, Mrs. Gregory Robert, all of whom live in Halifax, Nova Scotia.

We quote Mr. Doug McEwen, as he closed his report of CCA work during 1968:

"The past two years have been a busy and remarkable period in the C.C.A. As new officers take on responsibility there remains a significant challenge to our organization to support and work together to achieve the aims of our Association, which in short, should be summarized as the betterment of camping for young people of this and future generations. Much has been done and much remains to be done. A new age has begun if we mean to meet the needs of camping now and in the 1970's."

BIENVENUE QUÉBEC — SECTION FRANÇAISE

It was with great enthusiasm that the news of affiliation between the English and French Sections of the Quebec Camping Association was received at the Annual Meeting of the Canadian Camping Association in Winnipeg. Mr. Bob Lazanik made the presentation, and has kindly given us the announcement in French. We give it to our readers with our congratulations to l'Association des Camps du Québec:

Après quelques six années d'études, de discussions, d'évaluation et de recherches, le comité chargé d'étudier la possibilité d'affiliation de la section française de la Q.C.A. à la G.C.A., est heureux de faire savoir que la question de cette affiliation est résolue.

C'est en 1963, à l'assemblée annuelle de la C.C.A. tenue à Banff, qu'il fut question pour la 1ère fois de penser à une formule d'affiliation pratique et acceptable pour tous.

L'A.C.Q. fondée en 1958 s'était jointe à la Q.C.A. — appelée section anglaise — en 1961. Un Conseil Provincial formé de représentants des deux sections coordonnait les activités des deux sections et représentait les camps auprès du gouvernement du Québec. L'affiliation de la section française à la C.C.A.-C.C. place maintenant le Conseil Provincial au niveau national et marque une nouvelle étape pour la Q.C.-A.-C.Q. Les camps du Québec ont maintenant "une" voix les représentant tous auprès de C.C.-A.-C.C. et cette représentation se fait pour le Conseil Provincial.

Cette affiliation ouvre des horizons plus grands aux camps du Québec et apporte à la C.C.-A.-C.C. un potentiel accru de camps accrédités.

Des détails techniques restent à régler, mais le grand pas est franchi. La C.C.-A.-C.C. englobe maintenant les membres d'expression française et est fière de leur souhaiter la plus cordiale bienvenue.

Avec ce rapport prend fin le travail du comité, lequel est maintenant "en chômage".

R. LAZANIK

The COUNSELLOR'S APPRENTICE

STUDY GROUP REPORT

*by P. G. Gilbert, Camp Nominigue
Tony Fry, Camp Pinecrest*

For the past two years an informal group representing eleven camps in Ontario and Quebec has been meeting regularly to study the training of apprentice counsellors, usually known as CITs. Our discussions have ranged from the camp's philosophy and objectives, through the status and place of the CIT in camp, to details of the training programme. As the study progressed all the camps re-evaluated their approach to CITs and, to a greater or lesser extent, revamped their programmes. In assessing the results after the summer of 1968, the camps were pleased with the changes they had made, and some are preparing further modifications for the coming summer. The study itself is by no means complete, and we are now exploring the possibility of doing serious research on the CIT. Anyone who wishes can do this sort of thing. Just get five or six people together, and start talking. Our work so far has produced concrete results in three areas:

1. The objectives.
2. The training design.
3. The training programme.

The first is presented here. We hope the others will follow later.

1. The Objectives.

Defining a CIT is well nigh impossible. This person ranges in age from fourteen to eighteen, in status from special camper to full staff, in financial terms from full fee to token salary. The training course may be as short as ten days, or extend over three seasons, varying from mostly theory in a quasi-school situation to mostly practical experience while on the job. Each camp's individual philosophy, objectives and programme determine its approach toward the CIT, making each one different from all others. However, the CIT does have the definitive qualities of personality, motivation and desirability. He wants to be a counsellor, and the camp wants him. He goes to camp as an apprentice, a counsellor's apprentice.

Normally, the camp's prime objective would be to develop competent staff for future years. Other aims would be to maintain continuity of staff, to provide good training in leadership, responsibility and camping skills, to perpetuate the camp philosophy, or to provide a goal that will encourage older campers to return. The CIT usually wants to have fun, to continue camping, to develop teaching and counselling skill, to have an opportunity for responsibility and leadership and to have more freedom and higher status than a camper but not necessarily in that order. Inability to obtain summer employment and parental pressure to get out of the city are often additional motivating factors. The common ground of their objectives lies in the camp director's desire to develop good counsellors and

the CIT's desire to be one. The content and methods of the programme (what the CITs do and learn, and how they are used in and by the camp) are the means for both camp and CIT to achieve their goals.

To indicate the possible scope of training programmes for CITs, here is a compilation of all content material assembled from five camps participating in the study:

- Camp regulations and policies
- CIT duties and privileges
- What the camp expects of the CIT
- What the CIT can expect of the camp
- The camp program as offered to campers, CITs and staff.
- Public relations with the surrounding community
- Record keeping
- Required reading.

B: Formal skill sessions:

- All skills taught at the camp
- Devotions
- Handling equipment
- Safety and first aid
- All phases of tripping, including trip crafts
- Section and cabin programme planning.

C: Theory sessions:

- Philosophy of camping
- Aims and objectives of camping
- The camp's history, philosophy, aims and objectives
- Counselling and business administration
- Health and sanitation
- Teaching methods
- Philosophy of an activity

- Organization and conduct of a canoe trip

- The camper

- Age characteristics

- Growth and development

- Discipline and self-discipline

- Empathy, sympathy, understanding

- Motivation

- Homesickness

- Individual needs

- Behaviour patterns and problems

- How groups work

- The counsellor as a parent substitute

- Achievement and recognition

- Winning respect

- Interest in others

- How to develop responsibility

- Personal development, a free discussion of morality, religion, drugs, sex, alcohol, nicotine, etc.

- Discussion of the problems and difficulties faced by the CIT

D: Apprentice training:

- Assist in instructing camp skills

- Assist on canoe trips and cook-outs

- Life saving drill and patrol

- Responsibility for some evening programmes

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PROGRAMME IDEAS

EVENING AND SUNDAY AFTERNOON PROGRAMMES

An article condensed from an address to the Ontario Camping Association, by Ray W. Ward, Camp Ponacka

Successful camp programmes depend on the co-operation of everyone in camp. Counsellors should be sounding-boards for campers, and communication links with the director. In a democratically run camp, the counsellor shares in the planning — and the responsibility for successes and failures. Campers also love to help plan and carry out events. What better way to a successful evening or Sunday afternoon program than to find out the campers' needs and satisfy them.

Each counsellor should prepare a file of special programmes and all the variations on each theme. Once at camp he has only to consult the file for an instant evening program or Sunday afternoon event. The following is a list of popular special programmes from Lewis C. Reimann's *The Successful Camp*:

Flotilla, evening dip, free boating, fishing, talent show, games, dramatics, ceremonials, song fest, story telling, international night, treasure hunt, movies.

Initiations, snipe hunt, amateur night, counsellor hunt, cabin night, camper show, counsellor show, moonlight riding, free evening, campfire, vesper services, cook-out, talks.

Resource people, quiz program, folk dancing, carnivals, star gazing, scaven-

ger hunt, record playing, readings, masquerade, dancing, holiday celebration.

Campcraft dinners, team sports, fashion show, camper wrestling or boxing, counsellor wrestling or boxing, indoor track meet, nature show, craft show, guest night, concert, moonlight hike.

To ensure variety and balance, it is a good idea to show the selected evening programmes tentatively on your monthly timetable. On the weekly plan that is laid out every Sunday the final selections can be filled in, along with the alternatives that will be suitable in case of a change in the weather or the development of an emergency. Final preparations, the location of equipment, the assigning of tasks to personnel, and the outlining of the actual administration can be carried out on the final day.

Some programmes are best announced with a publicity gimmick or special fanfare. For proper motivation and the greatest development of enthusiasm among the campers, publicity should be confined to the day of the program. In some cases it should even be left until the time of the evening meal. Through the enthusiasm and participation of the counsellors, the event lives or dies.

Evening programmes may be organized and run by any group of counsellors, campers, or counsellors-in-training.

Many of the special programmes in our list are also suitable for Sunday afternoon. Here is an additional list of events that lend themselves well to Sunday afternoon in camp:

Regatta, gold rush, circus, trips, old settlers, parents' day, horse show, rodeo, religious service, inter-camp meet.

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Indian day, Gypsy day, pirates and Granti Printing—Canadian Camping sailors, smugglers' day, backwoodsmen, National days, frontier day, storybook day, space day.

The special point about a Sunday afternoon event is that the programme can take up to three daylight hours. Quite elaborate programs involving a good deal of preparation can be carried out.

The staff should be notified well in advance. Detailed briefing can be carried out on Friday or Saturday. Equipment and materials can be assembled well in advance and a schedule of duties posted.

Selling the day to the campers makes the big difference. Publicity posters and announcements can be used and, if special motivation is needed, an interesting visitor, a skit, a formal challenge, or a glimpse of the event in miniature can be added to the publicity. If the campers are involved in the preparations — making costumes, preparing makeup, designing props — the Sunday afternoon event will take on added meaning.

At our camp the most successful special events have often been modifications of old events suggested by campers and counsellors. For example:

War Canoe — when large war canoes are available to put the whole camp in boats, such games as "capture the Flag" and "Pioneers and Indians" can take place on the water and the campers experience a real adventure.

The film the Great Race inspired one of our counsellors to suggest a marathon raft-building, floating and racing event that had a hilarious climax.

Elaboration of hoaxes — of which we have many — has led to more fantastic situations than you can imagine.

The key to planning successful special events can be put in a simple checklist — preparation, cooperation, timing, safety, cleanup, evaluation.

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PROGRAMME IDEAS

Camp Cooking Contest

by *Lynne Brooks*
West End YWCA — Toronto

Weary of the standard wieners-and-beans cookouts? Have trouble coaxing counsellors to try more original menus? Try a cooking competition for camper groups.

The announcement can be made at the beginning of camp to leave plenty of time for planning the menus. Only a few groups should prepare their entries on the same day; all but the youngest groups should be encouraged to build fires.

The published rules of the competition may be something like the following:

1. The campers must do all the planning and preparation, with only guidance from the counsellors. (Groups under seven years may need more help from the counsellors.)
2. The campers must collect and arrange the fuel for the cooking fire. (Whether the campers or the counsellors are to handle the matches should be clearly stated.)
3. The judges will base their decisions on several visits to each campsite beginning during the first preparations and ending with taste tests.
4. Points will be given for the teamwork of the group, originality of the menu and its appropriateness for outdoor cooking, cleaning up and putting out fires.

Here are some recipes that have turned up in camp cooking competitions I have judged:

Curried Pine Burgers: Minced beef patties are flavoured with curry powder and placed in buns with cheese and

pineapple slices. The filled buns are wrapped individually in foil and baked.

Hot Banana Split: Unpeeled bananas are slit lengthwise. Two or three marshmallows and a piece of chocolate are placed between the halves. Each banana sandwich is wrapped in foil and baked until the marshmallow and the chocolate melt over the banana.

Chocolate-marshmallow Sandwich: Cut-up marshmallows are placed between graham crackers, wrapped in foil and cooked. When they are slightly cooled, dip in a pot of melted chocolate.

Instant Fruit Pies: Take two rather thick slices of white bread and a raw fruit. Cut the crusts from the bread. Peel and slice the fruit (if it needs it). Butter bread generously. Place fruit between bread and put the sandwich in a metal press with a long handle. (Cinnamon and brown sugar could be added to apple). When this is held over camp fire and baked, it turns out as a fruit pie. Luscious!

Spaghetti served on pancakes were great favourites.

Menus or recipes should not be too expensive. There are many interesting and simple suggestions in Helen Stewart's new book, *Cookery for Kids, Kamps 'n' Kicks*.

The programme served many purposes in that it gave the counsellor a break from regular programming. It encouraged group activity and competition. It was a Special Day for campers. It made them think of meals other than the everlasting Wieners 'n' Beans.

GROUP GAMES

by *Bob Slingerland*,
Section Director, Camp Kilcoo

This 'game' deals with a programme which the Counsellor can use with his own intimate group. The game or the programme is played during the unplanned times of the day. The real

worth of the Counsellor is his ability to show his resourcefulness when he finds that he can no longer depend upon the General Camp Programme. Too many of us are satisfied with such a programme and we feel that our campers should be as contented as we are. I will admit that campers enjoy the Camp Programme, but to them it is the programme that they create on their own with the help of their Counsellor which makes the summer an experience they will cherish.

I might begin with the various times of the day when there is no real general camp programme planned. For example, the time between reveille and breakfast or perhaps the time between going to bed and going to sleep. During these pauses the Counsellor might take his Campers for an unplanned swim or he might make up a camp song to a hit tune. At night he might take his group down to the lake and create a discussion on any one of a hundred topics, or he might find a story which will be of current interest to his campers. He might find time to make up skits to good jokes he has heard, or he might take his campers on a nature lore expedition. I remember one Counsellor who, after a general camp camp-fire, stayed on with his group and just talked to them about life and the world we live in.

Quite often a cabin group gets a real kick out of attempting and successfully completing a project of some kind in camp. One such group in our camp attempted to build an outdoor aquarium terrarium. The project acted like a contagious disease within the whole section because within a short time other groups began working along with them. Some worked on signs, some began looking for forms of life for the project.

Some Counsellors make nature trails with their campers. Some build such

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Closing Comments for 1969

*The closing address given by
John Latimer, President, Ontario
Camping Association, at the
Camping Conference
Banquet, Toronto,
March 8, 1969*

The President of O.C.A. is in a very fortunate position, for at our Conference he has the opportunity to say the first words and the last. When I spoke at the opening, I tried to present a few of my views as to the challenges which would be facing us during the following days. Many on our Conference Committee had disagreed as to the format of this year's Conference, but from some very lively meetings we were able to establish our goals and purposes for the 1969 Conference. We, hopefully, have been able to offer to everyone an opportunity to share some deeper experiences in the fields of leadership, administration, and the camper. In addition we have been able to join in sessions which are most suitably labelled "the bread and butter" sessions. It is our hope that we have been able to provide for you something which will improve your camps this summer.

Every time I visit Niagara Falls, I must admit that while I stand at the brink of the gorge, and become hypnotized by the terrifying force of the water, I think of my position as a Camp Director. I become caught in a type of momentum. Like the smooth water at the top of the Falls which for a while flows peacefully, and slowly, it soon, without any recourse, smashes into an uncontrollable dynamo of thunder, and I become terrified . . . terrified of the

responsibility which has been given to me as a Camp Director.

I have three small sons at home. I have no control over what the school system will do to them. I have little control over what will affect them on the streets or at the hockey arena. But I have a control when it comes to sending them to camp. What happens? I take my most cherished possessions, my own flesh and blood, and I give them to another person. I say to this person, here are my treasures. I love them so much. I want you to give them something which I can't give them. I trust you. Yes, I trust you. Please let them come home safely. Please let them have some new windows opened for them. Please let them know more of themselves. Please let them, through new sets of hearts, see the excitement and the joy in living so they in turn someday, sometime, may have the ability to share this with other young people. Please, be their friend!

That's a fantastic amount to expect of a Camp Director, but I'll look for that type of person! And whether I can afford to send these boys to a small ten-day Agency Camp or a large expensive two-month camp has nothing to do with the fact that I want for my children something which will make their lives richer and fuller; and it all depends on the person I find in whom I can invest my trust.

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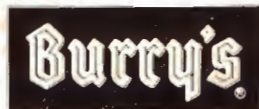
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And even more terrifying is the fact that there are about 200,000 young children who will be going to camps in our province this summer. True, some are sent to get them out of the home, but I venture to say that most Canadian parents who believe in the worth of a camping experience, send their children to camp because they love them, and because they care for them.

When mine go to camp, they will only number three; a small number, but to me the most important things in my life. There are 200,000 other children who are hopefully the most important possessions in the lives of mothers and fathers; and these mothers and fathers are giving *these possessions to the people at this Conference*. This is why I would compare the force here tonight, with the force of a Niagara. I pray to God that we truly appreciate how vulnerable we are, how important we are, and how dynamic we are, because if we don't appreciate this fact, then camping can only be smothered.

When my children go to camp, I give them to one man. He in turn gives them to a Section Director, who in turn gives them to a Counsellor. And if I can't find a Director in whom I have the trust to find those who work with him in accepting this delegation of responsibility, then I'd prefer not to send my children to camp.

I want to know that this man has searched high and low for the best possible Section Directors; men who can work with him, and who share his dedication; not just men who are paid employees. I want to know that this man will look for the best young men in this Country to be the Counsellors, for it is the Counsellor who also must believe in the Camp and the Director and become so involved that he is capable of feeling what a child feels, capable of opening those new windows and capable of preventing atrophy of

the thinking muscles. A Counsellor who has a sense of humour and is fun, a Counsellor who is fair, just, warm and sincere, and who himself is already well on his way in establishing strong, sincere values, that's the kind of guy I want to lead my son! I want a Counsellor who has emotion; who isn't afraid to put his arm around a young boy, who isn't afraid to shed a tear, and above all one who is willing to listen, and to extend to a child a hand in guidance, and not carry him over all the hurdles.

Perhaps I was pessimistic when I spoke of camps being smothered. If you got that impression it wasn't intended for I'm convinced that Camping is going to grow in leaps and bounds. I'm convinced of this because of the people I've met here during the last three days. If the ideas, the thoughts, the emotions and the feelings of the people who have been here at the Inn could be harnessed, then 200,000 young human beings have ahead of them a most exciting, wonderful experience. For three days we have seen the wisdom of age, beautifully combined with the energy and enthusiasm of youth; and what a powerful combination! What magnificent combination!

And so Ladies and Gentlemen, we close this Conference and leave through those doors. Are they the same doors wherein we came? If *not*, then this Conference has been successful.

I say good-luck to all of us, with the hope that every bright eyed youngster, every sad, lonely youngster, every self-assured, confident youngster, every handicapped youngster who is placed in our hands this summer will return to his ghetto, or his large home, a better person, a more understanding person, a more sympathetic person, and above all a person who knows what it's like to love and be loved.

Thank you and good luck.

JOSEPHINE EDITH HARSHAW

Former Editor of Canadian Camping Magazine

It is with deep regret that we announce the passing of Mrs. Alfred E. Harshaw who has become so well known to so many members of the Canadian Camping Association in all parts of Canada. "Jo", as we all knew her, was the kindly and efficient Editor of our Magazine who brought a witty and appropriate turn of phrase to her presentations at the Editorial Committee Meetings as well as to her writing.

We came to know her as an understanding person with an optimistic outlook coloured always with good humor. Conversation with Jo was one of the good things to enjoy; her youthful approach in thought gave her an enthusiastic response to new ideas as they were presented.

When she chose her Second Career with us, she had just reached the close of one phase of her life. Prior to her acceptance of the Editorship three years ago, she had worked with the YWCA of Canada for forty-two years as National Publications Secretary and Editor of The Journal, travelling for that Association through most of Canada and the United States. On her retirement, she was commissioned to write a history of the YWCA. Published in 1966 under the title she chose, "When Women Work Together", it stands as a realistic work, a fascinating and little-known account of the part these dedicated women played in Canadian History.

Hers was a full life, varied and always peopled with those she served and worked with. She leaves a host of close friends and associates who will miss the warm smile and mischievous twinkle that was part of her, even to the very end.

H. ARNOLD WARD

During this year, we were saddened by the loss of H. Arnold Ward, a former President of the Ontario Camping Association, and one who was actively engaged in camping in many parts of Canada. He was Acting General Secretary of the Halifax YMCA following his retirement from YMCA National Council in 1967. In a tribute by Mr. Les Vipond, National YMCA General Secretary, he remarks: "He had a fresh sense of wonderment and naivety. It was this sense of joy and wonderment that made Arnold's career in the YMCA such a significant one. He made his first mark in the adult educa-

tion field in the Ottawa Branch, and became a great pioneer in Young Adult Camping in Canada, especially at Red Pine Camp. The work that was done under Arn's leadership in some of the communities in West Toronto in the early 40's would stand up to the scrutiny of some of today's most demanding perfectionists. After a brief period with what is now the Toronto Social Planning Council, he soon joined the National Staff. Young Adult Work, World Service, Industrial Management Clubs, Personnel Services, Field Services were all raised to new levels of excellence through the agency of Arn Ward's devoted leadership."

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DISCIPLINE

A Matter of Human Relations

by M. C. MacCulloch,
Section Director, Bolton Camp,
Bolton, Ontario

In the area of Human Relations, most young people coming to a summer camp for the first time find themselves abruptly in strange territory with few landmarks. Their experience with discipline has found them for the most part on the receiving end of the process.

First, as leaders, they should realize that there are few "born" disciplinarians. Most of us have to work at the art.

Secondly, as senior leaders, we do not expect the new staff member to acquire naturally the proper attitude and accepted means of disciplining children. We remember their feelings of incompetence in this area of newness, and we know how uncomfortable they are in the presence of the unknown foe.

We must, then, share what has been an evolution in our own style and methods of handling children.

What is discipline?

Unfortunately, the very word "discipline" tends to imply the military meaning of total submission of the individual to an authority. Any deviation from the established order is rewarded with punishment of some nature.

The Latin word *Discipulus* means follower. The French word *Discere* means to learn. The English root for discipline is the same as that of *Disciple*, which means a follower of a teacher.

At camp, discipline connotes not misdemeanours and crude physical punishments, but rather teaching, training, guidance and mutual trust. *We discipline campers with the long term goal of helping to contribute to the development of the child's inner controls so that he can live effectively as an adult in society.* Granting that the ultimate aim of teaching self-discipline is a slowly acquired attainment for children, at camp, it should be our goal.

Some suggestions for developing a good camping atmosphere:

The old adage that an ounce of prevention is worth a pound of cure certainly still holds true for the modern counsellor. For every accident there is a cause. For every discipline problem there is a reason. In order to understand the reason, the counsellor must first look to:

- (1) himself
- (2) his attitude
- (3) his programme

and then to his campers. The behaviour of children is usually a symptom. It is necessary to find the points of infection before a lasting change in the child's behaviour can be made. Once the motive is understood, one must cultivate an objectivity which will reject the misbehaviour without rejecting the camper.

The following "tried and tested" preventatives might serve as guidelines

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for the new leader. The list, although lengthy, is by no means exhaustive.

1. Watch your campers as much as you can. By being constantly on the alert you can spot a potential troublemaker before the plan to create a problem is more than a gleam in his eye.
2. Know what you are doing! Advance preparation and some organization will save you many headaches. When your campers find out you are a phoney and playing it "by ear" they will lose all confidence in you. When confidence and subsequently respect is lost, your discipline and control of your charges will rapidly disintegrate.
3. Be **ENTHUSIASTIC!** That word is a most popular one among unit leaders. Have a keen and genuine interest in your campers and their activities. Enthusiasm is catching. Avoid monotony in your presentations. Occasionally vary your style, your inflection, your pace and your tone.
4. From the arrival of your campers, show that you are a firm *but* fair leader. You set the tone for your group. Earn respect by showing it. Be firm until expected behavioural patterns are established. Remember that children expect to be disciplined. They will co-operate only if

they know what is expected of them.

5. Set your standards. Establish few requirements. Be sure what you want is clearly defined, obviously reasonable, and within the reach and capacity of the age group with which you are working.
6. Be positive in all your instructions and directions. Point out the reason "why" we do things a certain way.
7. *Show* no favouritism, (although it will be there); a genuine liking for your campers and your job; a faith in the better nature of your wards; and always a sense of humour.
8. Plan constructive, positive, and meaningful activities for your campers. Most trouble results from boredom or inactivity.
9. Before you get excited, save yourself trouble and help the camper by thinking your way into his feelings and then putting those feelings into words for him and you. (e.g. "You're disappointed — you were counting on this and now we can't do it and that makes you mad." Or "It's a hard to wait for something you like, isn't it?") **DO THIS BEFORE YOU TRY ANY OF THE OTHER DISCIPLINE TECHNIQUES** which follow, such as arguing, reasoning, preach-

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ing, lecturing, and using your fancy psychological tricks.

10. Try to learn each particular child's language and learn to use it naturally. It also means learning his particular feelings about things, especially the areas that are "charged" for him. (e.g. food, physical contact or injury, losing in games.)
11. Aggressive behaviour and disturbing behaviour very often start from the child's *anxiety* which is a result of anger or resentment. While it may not be possible to discover what the camper is anxious about, the situation can often be helped by something that makes the child feel safe.
12. *If you think the camper will tell you on his own*, give him the chance to ask you the questions, such as "Is there anything you want to tell me?" Don't interrupt without apology and explanation and only then do so sparingly. Don't ask "Why?" Usually a child doesn't know "Why?" or can't express it if he does.
13. When a problem has been explored in the above ways, help the camper frame his own plans for improving the situation, away from the other campers' ears. Usually he wants to.
14. The average leader talks too much. The good counsellor talks only

when his campers are listening and when he has something important to say. Speaking clearly, simply, with dignity and authority in his tone, and at a moderate speed will be most effective. He also must return the courtesy and give his campers every opportunity to talk while he listens.

When should a child be disciplined?

The general rule is that a child needs to be "re-directed" when he acts in a disturbing and annoying manner which affects the other members of his group in a negative manner. What does this theory really mean?

(1) When the camper becomes uncooperative and will not respond to reasonable and necessary suggestions and/or directions of the leader, some control must obviously be exercised.

(2) Children of all ages are fond of testing the limits of their superiors. When the child goes beyond the boundaries set by the leader, then he must be controlled. Here again it might be noted that a busy camper is seldom mischievous.

(3) As long as a camper is a member of a social unit, he must be trained to do his share of the work and to participate where it is necessary to do so, with his fellow members.

(4) Every camp has certain regulations which must be adhered to. A conscious breaking of these becomes a discipline problem to be dealt with.

Experience has taught that misdemeanours must be checked but do not be petty. Be sure the camper sees you later if the incident requires more than a word or two at the time. "See everything and notice little."

Some control techniques:

(1) *Signal Interference:*

When a camper is disturbing discussion or not paying attention to instructions, a dramatic pause, a nod, or a

wave will be a signal for him. If the child is aware of your intentions, sometimes nothing more is needed for minor problems.

(2) *Proximity Control:*

Move into the area of the disturbance and settle it by your mere physical presence without interrupting your planned programme.

(3) *Direct Appeal:*

Show your displeasure by use of your voice, employing a tone of authority. Avoid yelling though, and always follow through if the child persists in misbehaving. Do not overuse the voice. A calm but stern tone will make your point quite adequately.

Do not make threats. NEVER say, "Do this or else!" You either have to back such statements up which may be injudicious, or back down which is suicidal. When you make threats, you tie your own hands.

(4) *Planful Ignoring:*

If the disturbance is a minor one, ignore it completely. If you feel it is necessary to fake some comment, deal with the problem later and with the camper alone.

(5) *Transition:*

Move the disturber out of the group completely if you cannot control him and run an effective programme. Sit him apart and deal with him when you have time. If he is a consistent problem, keep your eye on him in his confinement, else by the time you get around to him you may be dealing with a runaway!

(6) *Reasoning:*

Watch the use of this. For the younger campers especially, this usually is impossible. It may take the form of a discussion with an interview format. NEVER let this become a Reward Deal where if the camper promises to behave, you promise to reward him. Again, use

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caution here. You may not be as psychologically equipped to *reason* with your camper as you might think. Remember there is perhaps as much as a generation dividing you and your camper.

(7) Code of Conduct:

This is the "man to man" tactic where you treat the child with an understanding respect. You emphasise the ideals of good sportsmanship and face the problem as "men".

(8) Social Control:

Here, if you are sure you know what you are doing, you let the camper face a tribunal of his peers. No pressure you can exert will have more effect than a punishment decided upon by the other members of the camper's group. You must safeguard the misuse of democracy in action here. Children, if the culprit is unpopular, might democratically decree an unjust punishment. A good and cautious leader can guard by guidance and direction the jury's decision.

(9) Deprivation:

This may be deprivation of something which the camper enjoys, or some object connective with the offense. The one exception is food. Meals at all camps are a **RIGHT** not a privilege. This is as true of dessert as it is of main course.

(10) K.P. Duty:

The assignment of extra duties, immediately *after* and in relation to the misdemeanor, can effectively be used.

This matter of justice

There are, unfortunately, no pat solutions for particular problems as each case and each child deserves individual and unique consideration. What is his family situation? What are his handicaps? What is his general so-

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cial adjustment to camp life? What could be the possible cause of the action? What might be a practical solution? Punishment?

Each discipline problem is usually a conflict between people, and thus it is the personality characteristics of the people involved that are the controlling factors, and these characteristics can be so different in different environments that it is impossible and impractical to suggest solutions to the problems.

Be certain, in order to be just, that everyone is fully aware of the consequences of misbehaviour. Show the natural and fair action for the offenses. Be certain also that each camper sees a lesson to be learned for the punishment.

The leader must be dependable and consistent in all of his decisions. He must be sure that his justice is always tempered with:

1. *compassion*, never sarcasm or belittlement. Avoid anything that hurts the camper's self-esteem. Never punish him so that he is teased, embarrassed, or ridiculed — even when it appears harmless and the camper appears to be taking it in good spirit.
2. *empathy*, which is *not* sympathy.

3. *complete mental presence*; NEVER when you are impassioned with the deed or the circumstances. The effect of a loud reprimand is usually just the reverse — the louder the leader, the less the camper hears. When you lose your temper you become an easy mark for other budding mischievous campers.

Discipline is never:

- (1) retaliation,
- (2) retribution,
- (3) punishment for punishment's sake,
- (4) or group punishment. The innocent are justifiably resentful.

Punishment is always the last resort. In no instance may justice at camp take the form of physical punishment. We are not parents and these are not our children. We treat them as a kind and judicious parent would, WITHOUT

Studies show that 95% of all children respond to motivation. Therefore it follows that discipline problems will be kept to a minimum if the campers are provided with proper motivation and intelligent direction by their leader.

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DAY CAMP OVERNIGHTS

*Adapted from a session
led by Tony Lea, Section Head,
Bayview Glen Day Camp.
Ontario Camping Association Conference*

Overnights should be one of the most important parts of every child's camping experience. Parents often look to the day camp, and especially the one at which overnights are planned, as a preliminary step before sending their child to a resident or tripping camp. Therefore, the day camp which offers overnights should make the most of this great opportunity to teach the children about living and cooking out of doors, and about sharing responsibility.

To do this effectively a camp must be more than a 'day camp'. It must select experienced counsellors and give them additional training, it must have appropriate shelters, at least some cooking and overnighting equipment, special food provisions and a planned but flexible program which the children and counsellors can look forward to. To make overnights run smoothly, other things are required. There should be someone (or group) who is in charge, if possible, of all the facets of overnights; there should be an overnight 'policy' or rules, more effective inner-camp and camp-parent communication, a spirit of co-operation to make the best of what is available. It must be remembered that we are responsible not only for the children's safety and wellbeing but also the impression of what overnighting is all about. It is particularly important to teach the children, especially the 'first-timers', what is best and yet allow them to have

the fun that overnights are capable of providing.

At our camp we have overnights from age four-and-a-half years on. For groups of age five-and-a-half on we try to give them two overnights a month. Half our senior seven on section, after a preliminary overnight, spends the third week of each month on what we call 'the week long'. We have a campcraft specialty program which was designed to prepare each group for their overnights, and serves to plan and co-ordinate the overnights themselves. Our campcraft 'prefab garage' headquarters has been nicknamed 'The Hub' primarily because of its overnight function. With the number of groups we have to work into eleven nights per month, we have an overnight capacity for ten groups per night but for ease of programming, we like to have six or fewer groups, preferably of approximately the same age. We also like the younger groups to have had more preparation and to have gone on more noon cook-outs (which is a great additional source of out-of-doors experience) than the older groups. Therefore a great deal of multivariate co-ordination is required in scheduling the overnights. Due allowance must be made to cancel one or more overnights, especially if younger groups are involved, because of extremely bad weather.

We have found that it is better to schedule the overnights at the beginning of each month. Thus the counsellors, children, and parents know well ahead of time; the ordering of food is made easier. Menus are planned generally by the counsellors, also well in advance. (In our menu meetings, preferences are discussed — with the age and previous experience of the children in question — what was eaten on their previous overnight — and what is planned for lunch — as controls). Informative permission letters are sent home with the children about a week before their overnight; these include equip-

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ment lists and explanations of procedure. It is the Section Head's job to submit a list of bus cancellations on the day of the overnight.

At four o'clock on the day of the overnight we assemble the groups at a point remote from the bus departure site and we explain to the children why program is planned, the times, what is on the menu, and if necessary, suggestions on how it should be prepared.

Obviously, food and how it turns out can add greatly to, or detract greatly from, the overall experience. After this brief meeting sometimes a program is followed but usually the groups under their counsellor do something autonomously. Often additional wood is collected as a game. After this, according to each group's duty roster, quartermasters are dispatched for food — for both meals — two bushel baskets from the camp kitchen. The breakfast baskets without perishables are taken to the Hub — where they are animal-proof. Other campers pick up their pile of necessary equipment from the Hub where there is always someone on duty. The meal is prepared in soaped pots and pans over metal grates on open fires. Groups are encouraged to build different types of fires and are urged strongly to build themselves a table. Both these group projects beforehand are great experiences and make a better overnight. After clean-up, the equipment is stored in the tent and all perishables taken back to the Hub — it is usually time for swim. The free swim — with swim staff presiding — is such a highlight that it is only cancelled when the weather is very cold or rainy. A wide-game usually follows swim and a campfire follows that. Both of these are extremely important, especially the latter, and should be pre-planned. Hot chocolate and marshmallows are brought to the campfire, so that after Taps there is an added incentive for them to visit the outdoor Johnny-on-the-Spots, to wash, and to

brush their teeth. Although some of the older groups have gone on mid-night hikes, Taps usually ends our group programs as such.

After the children are settled (no ghost stories permitted), we have a counsellor snack and possibly an informal counsellor program. Counsellors' morale is important. All we ask is that one counsellor is with the children at all times and that no one leaves the camp property. Parents and visitors are discouraged. It is at these times and for group programs that a person in charge is especially needed. We have no curfew. It is a good time to mention that a person who is skilled in first aid should always be readily available. We have a comprehensive first aid kit in the Hub at all times. The children's medical records, a car, and a phone should also be on hand.

Necessarily the morning starts early. Breakfast procedure is much like dinner. We try to have clean up finished by the time the other groups arrive and if we are a little late we try to keep them separate. Perishables and leftovers are always returned promptly to the Hub, as is the spotless equipment, if it is not the 'week-long', for Hub staff must start their specialty periods with the buses' arrival. It is usually noticed in the morning how much closer a group is — and how much more they appreciate their counsellor.

In the past few years we have found that we have enjoyed many successful overnights by roughly following this format; but flexibility in the programming is very essential. This means more than being prepared for bad weather. The children should always be asked if they have any preferences as to the program. And these ideas should be strongly considered even if they must be modified to be implemented. Our overnights have different types of programs for different age groups. Wide

page 113 please

READING In French

LE GUIDE DU MONITEUR

par Mary L. Northway, Barry Lowes

For the first time in the history of camping, an established book for Camp directors and staff, originally written in English, has been translated into French. It is interesting to note that this has taken place just at the time when the French and English Sections of the Quebec Camping Association have amalgamated.

In her preface, Madame Nicolas Demetelin, at that time President of the Quebec Camping Association, commented:

"Volontiers, j'ai accepté de préfacier ce livre, à mon avis, d'une importance capitale . . . Au futur moniteur, comme à celui qui est déjà engagé dans cette voie de dévouement, la lecture de ce

livre donnera conscience de ces valeurs. Aussi ces apôtres s'élèveront-ils au niveau de leur vocation."

Father Lionel Perras, of l'Association des Camps de Quebec, added a foreword:

"Pour être éducateur, il faut de plus être soi-même un modèle . . . Le moniteur trouvera à la lecture de ces pages non seulement la technique dont il aura besoin, mais aussi la mystique et la philosophie qui doivent l'animer comme éducateur de la jeunesse en étant pour elle un modèle."

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from page 95

things as towers, forts, signs and the like. I remember one Counsellor who made a model of our camp with the help of his campers by using, of all things, materials from nature, such as moss, rocks, flowers, twigs.

Some Counsellors play the 'Small Numbers Game' in other ways. One Counsellor took his group on a trip down the river using a raft and he propelled this craft with long poles.

I have seen Counsellors adapt land games to water, games such as football and water volleyball.

A Counsellor might set up a compass or map reading scavenger hunt, or perhaps teach his campers how to make eating utensils, lean-to's, or beds from the resources about them, or perhaps the ideal campsite.

THE LIFE YOU'VE LIVED TODAY

Can you say tonight in parting with the day that's slipping past,

That you helped a single person of the many you have passed?

Is a single life rejoicing over what you did or said?

Does one whose hopes were fading, now with courage look ahead?

Did you waste the day or lose it, was it well or poorly spent?

Did you leave a trail of kindness, or a scar of discontent?

As you close your eyes in slumber, do you think that God would say,

"You have made the world much better for the life you've lived today?"

—Author unknown.

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WHY ARCHIVES?

Mr. J. D. P. Martin, Librarian at Trent University, has written this statement at the request of the Archives Committee of the Ontario Camping Association.

It should inspire other Associations which are considering the setting up of Archives Collections—before it is too late.

A historian said recently that a community which does not know its own history is like a man who has lost his memory. The same is true of an institution, organization or association which has failed to preserve the documents that record its traditions and achievements. Knowledge of its origin and development provides an association with a sense of historic purpose which gives it direction for the future. An archives serves as an association's "memory" of its own historical evolution.

It is the function of an archives to collect, arrange, store and retrieve the official and unofficial records relating to an association's development, and to provide reference services to users of the collection. Samples of the kind of records which should be collected are as follows: legal documents, minute books (of the association and all its committees with supporting documents such as reports and letters), official correspondence, accounting records, annual reports, camp records, drawings and plans, etc., records relating to personnel, personal papers relating to people who have been active in the camping movement (diaries, journals, correspondence, etc.), photographs, and miscellaneous papers (essays, lectures, etc.) which can throw light on the association or the camping movement.

The archives of a camping association is more than simply a record of its own historic past. It is also a repository of material relating to an important aspect of social history. By stimulating scholarly interest in its contents, it can be expected to make a major contribution to the history of the whole community.

CANADIAN CAMPING

NEW RULES OF THE ROAD .. AND THE FOREST

Because careless smokers burn about 50,000 acres of forest annually in Ontario, its Department of Lands and Forests is now enforcing a new Forest Fires Prevention Act which was passed in 1968:

No person shall smoke, while walking or working in a forest or woodland during the fire season. If a person sits down to smoke and safely disposes of the cigarette butt, there is no problem. If a fisherman stands by a stream fishing, this is not considered work. But if parents come into camp, continue smoking as they walk down the paths or roads, or if anyone smokes on a hike through the woods, and the fire warden meets the offender, the maximum fine is \$1,000, at the discretion of the Judge.

Then there's this problem of hitch-hiking. In Ontario the Ontario Provincial Police realize the danger and now impose fines. No hitch-hiking whatever is allowed on Highways 400 and 401. Hitch-hikers must not walk on the travelled part of any highway anywhere in the province. The fine is \$50. We have no information about such laws in other provinces, but it might be well to check with the R.C.M.P. before allowing campers to hike on a highway.

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games can be 'geared down' or elaborated upon depending on the age of the campers. Some of our most successful games for older campers have had the girls VS the boys. We have also found that in some games, counsellor participation is particularly rewarding for both them and the campers. The campfire program and its length vary greatly with the age group represented. It cannot be emphasized enough, however, that everybody's co-operation is needed for the most successful overnights.

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Responsibility for some special programmes

Responsible for grace at meals

Assist at camper council

Take charge of banquet plans

Take charge of fire drill

Lead singing after meals

Supervise cabin clean-up.

Take over a cabin for a short time to observe how campers act, how counsellor responds, how the section director responds.

E: Special forms of training:

Weekly interviews and evaluation with CIT director

Written examination

CIT major canoe trip

Obviously, no camp could include all of this content material in a CIT program, and it is unlikely that any camp would want to. Nor is there any suggestion of how these activities could or should be implemented.

Each camp's own individual approach to its apprentice counsellors should indicate what material to use and how to apply it.

Human relations training

F: Menial tasks and housekeeping duties:

Kitchen duty

Waiting on tables

Camp clean-up

Telephone duty

Host for visitors

Helping campers with luggage first and last days

Cabin inspection

Preparing for cookouts

Building camp fires for special events

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